



## How we help everyone shine in **Writing** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"><li>• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.</li><li>• Sentence stacking approach used for all writing lessons. This provides clearly modelled and scaffolded writing opportunities.</li><li>• Colour coding used to support understanding of sentence composition and grammar.</li><li>• Use clear, unambiguous language and keep unnecessary information to a minimum.</li><li>• Give response time for verbal questions through oracy – nest, pair, share.</li><li>• Repeat back teaching using, "My turn, your turn."</li><li>• Use visual timetable throughout the day.</li><li>• Whole class movement break activities, which include alerting, calming and organising activities.</li><li>• Make learning multi-sensory.</li><li>• Use visual aids, concrete resources and equipment.</li><li>• Explicitly teach new vocabulary and support using visuals.</li><li>• Careful positioning of children away from distraction, near to information.</li><li>• Teacher proximity to focus children for instructions to be repeated back.</li><li>• All sessions to be taught with pace, changing activity regularly.</li><li>• Set routines for transitions between activities.</li><li>• Use, "I do, we do, you do" approach.</li><li>• Provide space, resources in the room for children to use if needed (fiddle</li></ul>	<ul style="list-style-type: none"><li>• Use actions when retelling stories</li><li>• Incorporate drama into writing lessons to explore character and plot</li><li>• Ask children to repeat the instructions to ensure they know what and how to perform a task</li><li>• Ensure opportunities for paired work</li><li>• Use of preteach interventions for specific concepts.</li><li>• Consistent approach used for all writing lessons.</li><li>• Build in opportunities to type written work</li><li>• Provide writing slopes</li><li>• Provide scaffold sheets to aid the structure of a piece of writing</li><li>• Pencil grips and a wider range of writing tools are explored to find the most suitable</li><li>• Use of theraputty exercises ahead of longer writing pieces.</li><li>• Alternative recording methods considered when needed.</li><li>• Use of reading text to support vocabulary acquisition, supported by visual images (widgit images)</li><li>• Provide word mats and vocabulary that are writing genre specific</li><li>• </li></ul>

toys, weighted blankets, ear defenders).